



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 6

Test Date: March 2008  
Code: 12031510  
SAU: MSAD 09  
School: Cape Cod Hill Elem School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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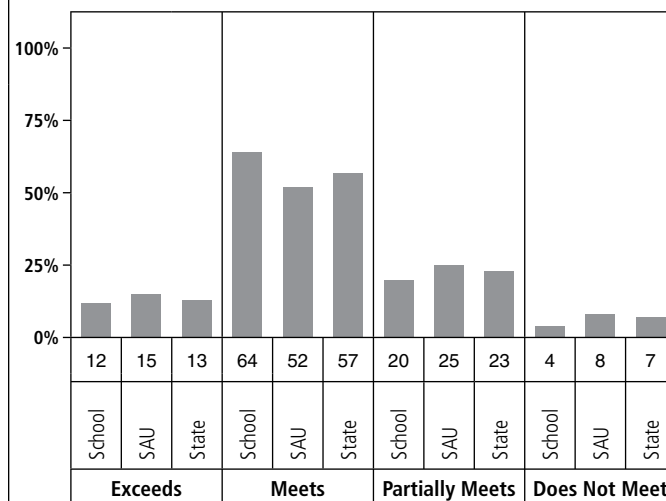
# SUMMARY OF SCORES

Test Date: March 2008  
Grade: 6  
SAU: MSAD 09  
School: Cape Cod Hill Elem School

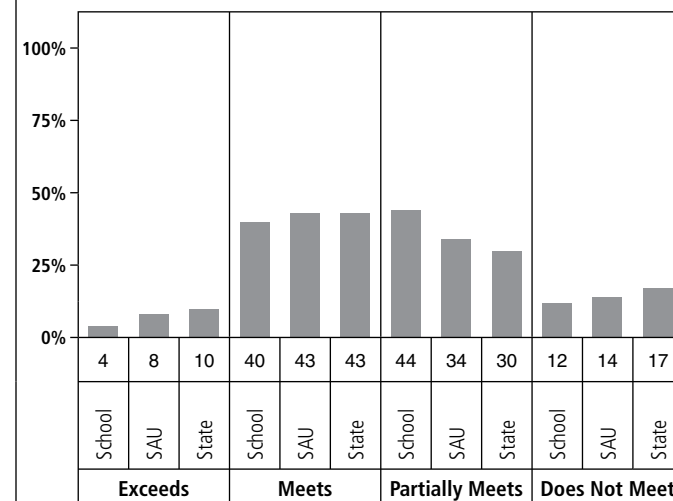
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	645	644	644
2006–2007	647	645	646
<b>2007–2008</b>	<b>647</b>	<b>648</b>	<b>648</b>
Cum. Avg. *	646	646	646
<b>Mathematics</b>			
2005–2006	639	642	641
2006–2007	650	644	643
<b>2007–2008</b>	<b>640</b>	<b>642</b>	<b>642</b>
Cum. Avg. *	641	643	642

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
Grade: 6  
SAU: MSAD 09  
School: Cape Cod Hill Elem School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	25	100	181	100	14365	100	25	100	180	99	14266	99	25	100	180	99	14268	99												
Ethnicity African American/Black	1	4	3	2	418	3	1	100	3	100	407	97	1	100	3	100	413	99												
American Indian or Native Alaskan	0	0	0	0	111	1	0	0	0	0	110	99	0	0	0	0	110	99												
Asian or Pacific Islander	0	0	7	4	249	2	0	0	7	100	249	100	0	0	7	100	248	100												
Hispanic	0	0	1	1	149	1	0	0	1	100	147	99	0	0	1	100	147	99												
Caucasian/White	24	96	170	94	13438	94	24	100	169	99	13353	100	24	100	169	99	13350	100												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	5	20	28	15	2518	18	5	100	27	96	2479	99	5	100	27	96	2479	99												
Current LEP	0	0	0	0	349	2	0	0	0	0	339	97	0	0	0	0	344	99												
Economically disadvantaged	9	36	79	44	5335	37	9	100	79	100	5277	99	9	100	79	100	5279	99												
Migrant	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100												

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	21	84	143	79	11613	81	21	84	143	79	11626	81												
Identified disability (PET/IEP)	1	5	4	3	373	3	1	5	4	3	373	3												
LEP	0	0	0	0	187	2	0	0	0	0	187	2												
504 plan	0	0	1	1	149	1	0	0	1	1	150	1												
<b>Participation with accommodations</b>	4	16	35	19	2451	17	4	16	35	19	2446	17												
Identified disability (PET/IEP)	4	100	21	60	1909	78	4	100	21	60	1910	78												
LEP	0	0	0	0	142	6	0	0	0	0	152	6												
504 plan	0	0	1	3	85	3	0	0	1	3	84	3												
Other	0	0	13	37	350	14	0	0	13	37	335	14												
<b>Participation through alternate assessment (PAAP)</b>	0	0	2	1	197	1	0	0	2	1	196	1												
Identified disability (PET/IEP)	0	0	2	100	197	100	0	0	2	100	196	100												
LEP	0	0	0	0	5	3	0	0	0	0	5	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	5	0																		
<b>Approved non-participation – special consideration</b>	0	0	0	0	24	0	0	0	0	0	24	0												
<b>Non-participation – other</b>	0	0	1	1	75	1	0	0	1	1	73	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 6  
SAU: MSAD 09  
School: Cape Cod Hill Elem School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 661–680)	2005-2006	4	12	16	9	1176	8
	2006-2007	2	14	12	8	1132	8
	<b>2007-2008</b>	<b>3</b>	<b>12</b>	<b>27</b>	<b>15</b>	<b>1817</b>	<b>13</b>
	Cum. Total*	9	12	55	11	4125	10
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 641–660)	2005-2006	19	56	90	53	7612	51
	2006-2007	9	64	90	57	8127	57
	<b>2007-2008</b>	<b>16</b>	<b>64</b>	<b>92</b>	<b>52</b>	<b>8072</b>	<b>57</b>
	Cum. Total*	44	60	272	54	23811	55
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 629–640)	2005-2006	7	21	44	26	4080	27
	2006-2007	2	14	32	20	3549	25
	<b>2007-2008</b>	<b>5</b>	<b>20</b>	<b>44</b>	<b>25</b>	<b>3194</b>	<b>23</b>
	Cum. Total*	14	19	120	24	10823	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 600–628)	2005-2006	4	12	21	12	2005	13
	2006-2007	1	7	24	15	1478	10
	<b>2007-2008</b>	<b>1</b>	<b>4</b>	<b>15</b>	<b>8</b>	<b>981</b>	<b>7</b>
	Cum. Total*	6	8	60	12	4464	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>56</b>	<b>100</b>	32.5	58.0	32.7	58.4	32.7	58.4
<b>Literary Text</b>	<b>28</b>	<b>50</b>	15.9	56.8	16.3	58.2	16.3	58.2
<b>Informational Text</b>	<b>28</b>	<b>50</b>	16.6	59.3	16.4	58.6	16.5	58.9

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 6  
 SAU: MSAD 09  
 School: Cape Cod Hill Elem School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	25	3	12	16	64	5	20	1	4	647	178	15	52	25	8	648	14064	13	57	23	7	648
<b>Ethnicity</b>																						
African American/Black	1										3						399	7	47	28	17	642
American Indian or Native Alaskan	0										0						108	4	54	32	10	643
Asian or Pacific Islander	0										7	57	43	0	0	662	247	16	60	20	4	650
Hispanic	0										1						145	8	45	34	14	643
Caucasian/White	24	3	13	15	63	5	21	1	4	648	167	14	52	26	8	648	13165	13	58	22	7	648
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	5	0	0	1	20	3	60	1	20	635	25	0	20	48	32	634	2282	2	29	42	27	636
No	20	3	15	15	75	2	10	0	0	651	153	18	57	21	5	650	11782	15	63	19	3	650
<b>Current LEP</b>																						
Yes	0										0						329	4	44	30	22	640
No	25	3	12	16	64	5	20	1	4	647	178	15	52	25	8	648	13735	13	58	23	7	648
<b>Economically disadvantaged</b>																						
Yes	9	1	11	5	56	2	22	1	11	644	77	6	52	32	9	645	5153	6	51	31	12	643
No	16	2	13	11	69	3	19	0	0	649	101	22	51	19	8	650	8911	17	61	18	4	650
<b>Migrant</b>																						
Yes	0										0						7	14	57	14	14	648
No	25	3	12	16	64	5	20	1	4	647	178	15	52	25	8	648	14057	13	57	23	7	648
<b>Gender</b>																						
Female	9	2	22	7	78	0	0	0	0	652	90	23	57	16	4	652	6967	16	59	20	5	650
Male	16	1	6	9	56	5	31	1	6	645	88	7	47	34	13	644	7097	9	56	26	9	646
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	4										6	0	67	17	17	641	1186	6	41	42	11	642
No	21	3	14	12	57	5	24	1	5	648	172	16	51	25	8	648	12878	14	59	21	7	648
<b>Gifted/talented program</b>																						
Yes	2										8	63	25	13	0	660	557	50	48	2	0	661
No	23	2	9	15	65	5	22	1	4	647	170	13	53	25	9	647	13507	11	58	24	7	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 6  
SAU: MSAD 09  
School: Cape Cod Hill Elem School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
<b>How much homework do you do on school nights?</b> A. none B. less than one hour C. one to two hours D. more than two hours	4 60 32 4	0 2 1 0	0 13 13 0	0 9 6 1	0 60 75 100	1 4 0 0	100 27 0 0	0 0 1 0	0 0 13 0	636 648 648 642	3 58 37 2	0 20 11 0	20 46 62 67	60 24 21 0	20 9 6 33	635 649 649 636	6 56 34 3	7 13 15 9	43 58 60 46	30 23 20 29	20 6 5 16	641 648 649 643
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b> A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	24 56 20 0	2 1 0 0	33 7 0 0	3 10 3 0	50 71 60 0	1 3 1 0	17 21 20 0	0 0 1 0	0 0 20 0	657 645 642 0	43 47 7 3	16 14 25 20	58 50 42 20	19 26 17 60	7 10 17 0	651 646 649 645	40 48 9 3	17 12 7 3	60 59 45 31	19 23 34 37	5 6 15 29	650 648 643 637
<b>Which of the following best describes how you rate yourself as a student in reading?</b> A. very good B. good C. fair D. poor	36 52 12 0	2 1 0 0	22 8 0 0	7 6 3 0	78 46 100 0	0 5 0 0	0 38 0 0	0 1 0 0	0 8 0 0	655 642 649 0	26 58 14 2	36 11 0 0	44 59 38 33	11 24 38 67	9 5 25 0	652 649 639 643	28 54 16 2	26 9 3 1	58 61 48 37	11 24 37 39	4 6 13 23	653 647 642 637
<b>How difficult was the reading part of this test?</b> A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	16 68 16	0 1 2	0 6 50	3 11 2	75 65 50	1 4 0	25 24 0	0 1 0	0 6 0	648 646 655	16 72 12	14 11 45	43 56 40	29 25 10	14 8 5	646 648 653	15 66 18	10 13 15	48 59 58	27 22 20	15 5 7	644 649 649
<b>How difficult were the reading passages on this test?</b> A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	4 48 48	0 0 3	0 0 25	0 8 8	0 67 67	1 3 1	100 25 8	0 1 0	0 8 0	640 643 653	9 51 40	13 3 32	20 58 50	33 30 13	33 8 4	638 645 654	9 54 36	2 9 21	37 59 60	37 26 15	23 6 4	638 647 652
<b>How hard did you try on the reading part of this test?</b> A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	48 52 0	2 1 0	17 8 0	8 8 0	67 62 0	1 4 0	8 31 0	1 0 0	8 0 0	649 646 0	43 56 1	18 15 0	51 54 0	19 25 100	12 6 0	648 649 640	46 50 3	13 14 5	56 60 46	24 21 30	7 6 20	648 649 641
<b>How much time do you spend reading at home each day?</b> A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	36 44 12 8	1 2 0 0	11 18 0 0	7 8 1 0	78 73 33 0	1 0 2 2	11 0 67 100	0 1 0 0	0 9 0 0	651 648 642 635	33 34 11 22	25 19 11 0	50 62 63 32	18 14 21 49	7 5 5 19	651 651 649 639	19 51 12 18	19 15 9 4	58 60 56 50	17 20 26 34	6 5 9 13	651 649 646 643
<b>Optional school/SAU question</b> A. B. C. D.	0 100 0 0	0 0 0 0	0 0 0 0	1 1 0 0	100 100 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	642 0 33 0	0 67 33 0	0 0 0 0	50 50 100 0	50 50 0 0	0 0 0 0	641 658 0 0						

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 6  
SAU: MSAD 09  
School: Cape Cod Hill Elem School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 661–680)	2005-2006	2	6	15	9	1463	10
	2006-2007	3	21	21	13	2092	15
	<b>2007-2008</b>	<b>1</b>	<b>4</b>	<b>15</b>	<b>8</b>	<b>1474</b>	<b>10</b>
	Cum. Total*	6	8	51	10	5029	12
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 641–660)	2005-2006	13	38	75	44	5914	40
	2006-2007	7	50	71	45	5731	40
	<b>2007-2008</b>	<b>10</b>	<b>40</b>	<b>77</b>	<b>43</b>	<b>6008</b>	<b>43</b>
	Cum. Total*	30	41	223	44	17653	41
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 627–640)	2005-2006	14	41	54	32	4494	30
	2006-2007	4	29	46	29	4175	29
	<b>2007-2008</b>	<b>11</b>	<b>44</b>	<b>61</b>	<b>34</b>	<b>4244</b>	<b>30</b>
	Cum. Total*	29	40	161	32	12913	30
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 600–626)	2005-2006	5	15	26	15	3014	20
	2006-2007	0	0	21	13	2308	16
	<b>2007-2008</b>	<b>3</b>	<b>12</b>	<b>25</b>	<b>14</b>	<b>2346</b>	<b>17</b>
	Cum. Total*	8	11	72	14	7668	18

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Cluster 1: Numbers and Operations</b>	<b>19</b>	<b>34</b>	9.8	51.6	10.3	54.2	9.6	50.5
<b>Cluster 2: Shape and Size</b>	<b>15</b>	<b>27</b>	6.5	43.3	7.4	49.3	8.1	54.0
<b>Cluster 3: Mathematical Decision Making</b>	<b>7</b>	<b>13</b>	4.0	57.1	4.2	60.0	4.2	60.0
<b>Cluster 4: Patterns</b>	<b>15</b>	<b>27</b>	7.0	46.7	7.6	50.7	7.5	50.0

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 6  
 SAU: MSAD 09  
 School: Cape Cod Hill Elem School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	25	1	4	10	40	11	44	3	12	640	178	8	43	34	14	642	14072	10	43	30	17	642
<b>Ethnicity</b>																						
African American/Black	1										3						409	4	26	35	35	632
American Indian or Native Alaskan	0										0						108	6	26	39	29	635
Asian or Pacific Islander	0										7	43	43	14	0	659	247	13	50	25	13	646
Hispanic	0										1						145	9	32	34	25	638
Caucasian/White	24	1	4	9	38	11	46	3	13	639	167	7	44	35	14	642	13163	11	43	30	16	643
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	5	0	0	0	0	3	60	2	40	623	25	0	16	48	36	629	2283	2	18	31	49	627
No	20	1	5	10	50	8	40	1	5	644	153	10	48	32	10	645	11789	12	48	30	10	645
<b>Current LEP</b>																						
Yes	0										0						339	5	22	32	41	631
No	25	1	4	10	40	11	44	3	12	640	178	8	43	34	14	642	13733	11	43	30	16	643
<b>Economically disadvantaged</b>																						
Yes	9	0	0	2	22	7	78	0	0	637	77	5	35	47	13	639	5160	4	34	36	26	636
No	16	1	6	8	50	4	25	3	19	641	101	11	50	25	15	645	8912	14	48	27	11	646
<b>Migrant</b>																						
Yes	0										0						7	0	57	43	0	641
No	25	1	4	10	40	11	44	3	12	640	178	8	43	34	14	642	14065	10	43	30	17	642
<b>Gender</b>																						
Female	9	0	0	4	44	4	44	1	11	641	90	11	47	31	11	645	6974	10	43	31	16	642
Male	16	1	6	6	38	7	44	2	13	639	88	6	40	38	17	640	7098	11	42	30	17	642
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	4										6	0	17	50	33	627	1192	4	23	43	30	634
No	21	1	5	10	48	8	38	2	10	641	172	9	44	34	13	643	12880	11	44	29	15	643
<b>Gifted/talented program</b>																						
Yes	2										8	50	50	0	0	662	557	53	42	4	0	663
No	23	0	0	9	39	11	48	3	13	638	170	6	43	36	15	641	13515	9	43	31	17	641

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 6  
SAU: MSAD 09  
School: Cape Cod Hill Elem School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	4	0	0	0	0	0	0	1	100	620	3	0	20	40	40	630	6	6	33	31	31	635
B. less than one hour	60	1	7	7	47	6	40	1	7	642	58	12	45	26	16	644	56	11	43	30	16	643
C. one to two hours	32	0	0	3	38	4	50	1	13	638	37	5	43	41	11	641	34	11	45	30	14	644
D. more than two hours	4	0	0	0	0	1	100	0	0	636	2	0	33	67	0	643	3	6	33	32	28	636
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	16	0	0	1	25	3	75	0	0	636	42	11	47	33	8	646	45	14	47	28	11	646
B. They match some of what I have learned.	68	1	6	8	47	7	41	1	6	643	45	8	47	32	13	643	43	8	43	33	17	641
C. They match just a little of what I have learned.	12	0	0	1	33	1	33	1	33	635	10	6	24	24	47	631	9	6	30	33	32	635
D. There is no match.	4	0	0	0	0	0	0	1	100	610	2	0	0	75	25	629	3	5	15	25	54	626
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	28	1	14	5	71	1	14	0	0	651	29	20	56	20	4	652	29	24	51	17	8	651
B. good	56	0	0	5	36	7	50	2	14	637	50	6	48	28	18	641	48	6	45	33	16	641
C. fair	12	0	0	0	0	2	67	1	33	628	16	0	14	64	21	634	19	1	29	42	28	634
D. poor	4	0	0	0	0	1	100	0	0	630	4	0	14	57	29	630	3	0	15	41	44	627
<b>How difficult was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	48	0	0	6	50	3	25	3	25	638	25	7	37	42	14	641	24	5	38	33	24	638
B. about the same as my regular schoolwork	52	1	8	4	31	8	62	0	0	641	63	8	45	32	15	642	62	9	45	31	14	643
C. easier than my regular schoolwork	0										12	15	50	20	15	646	14	26	43	20	12	650
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	72	0	0	8	44	7	39	3	17	637	49	8	37	37	17	641	48	10	41	32	17	642
B. I tried about the same as I do on my regular schoolwork.	28	1	14	2	29	4	57	0	0	646	49	10	49	28	13	644	49	12	45	28	15	644
C. I did not try as hard on this test as I do on my regular schoolwork.	0										1	0	50	50	0	646	3	9	33	27	32	637
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	16	0	0	3	75	1	25	0	0	644	12	0	50	20	30	636	17	8	39	30	22	639
B. two or three days a week	56	1	7	5	36	7	50	1	7	643	32	15	31	41	13	644	34	11	44	31	14	643
C. two or three times each month	20	0	0	1	20	3	60	1	20	631	37	6	49	32	13	643	31	12	44	29	15	644
D. never or almost never	8	0	0	1	50	0	0	1	50	629	19	9	48	30	12	643	18	10	42	31	18	642
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	8	0	0	1	50	1	50	0	0	647	6	0	20	60	20	635	11	11	37	29	23	641
B. two or three days a week	36	1	11	4	44	2	22	2	22	640	29	10	38	34	18	641	32	11	44	30	15	643
C. two or three times each month	40	0	0	4	40	6	60	0	0	642	38	8	51	31	11	644	32	11	45	30	15	643
D. never or almost never	16	0	0	1	25	2	50	1	25	630	26	11	44	29	16	644	26	9	40	32	19	641
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	0										4	0	29	57	14	639	7	6	29	33	32	635
B. 30–45 minutes	12	0	0	0	0	1	33	2	67	625	20	3	44	18	35	635	37	8	39	34	20	640
C. 45–60 minutes	76	1	5	9	47	8	42	1	5	642	63	13	43	33	10	645	42	13	47	28	12	645
D. more than 60 minutes	12	0	0	1	33	2	67	0	0	639	13	0	50	45	5	642	15	12	46	27	15	644
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	100	0	0	0	0	1	100	0	0	636	67	0	0	100	0	637						
C.	0										33	0				654						
D.	0										0											